LC 586
.A3 T4
Copy 1

A Manual for Church and Mission Schools

A Manual

for the use of

Church and Mission Schools

Of the

Southern Union Conference

of

Seventh-day Adventists

By J. E. Tenney

SOUTHERN PUBLISHING ASSOCIATION
1907

LIBRARY of CONGRESS
Two Copies Received
NOV 9 1907
Copyright Entry
Oct 30 1907
CLASS A XXc., No.
190883
COPY B.

LC 586
.A3T4

Introduction

For years the educational work of the denomination in this field has suffered from lack of definiteness and system.

The object of this Manual is to assist in bringing about a better condition. In manuscript form it has been submitted to our leading brethren and educators in this field, and is published with their endorsement.

We trust these pages will be read with much care, and that all will unite in the effort to raise our educational work to a higher degree of excellence. J. E. T.

Copyright, 1907
by the
SOUTHERN PUBLISHING ASSOCIATION

Contents

Aids to the Music Teacher 43

Definiteness in Work 15
Proposed Outline.

Glossary of Musical Terms 41

Our School Work in a Formative State 4
Suitable Text-Books Needed — Scarcity of Teachers — Lack of Support — Want of System — Brighter Prospects — Higher Pay for the Teacher — Needed Reform.

Outline of Rational Method of Teaching Reading and Spelling 51

Outline of Studies 16

Plan of Organization 7
Election of Board — Raising Money — Methods Employed — Advantages of the Latter Plan — A Better Plan — Length of Term — Securing a Teacher — Location of Schools — Near to Nature — Industrial Education — Essentials of Success — The Standard — The True Standard.

Practical Suggestions 31

Recommendations Passed at Convention of Teachers 69

Relation of the Church to the School 13
Too Much Expected of the Teacher — Psalms 15 : 3 — Payment of Salary — Teacher's Boarding Place — Parents' Meetings — Visit the School.

Relation of Our Schools to the Public Schools 14

School-room Suggestions 36
Personal Appearance — Pleasant Manner — Be Helpful — Intermissions — An Attractive School-room — Means of Beautifying the School-room — Few Rules — The Daily Program.

Suggestive Program 39

Text and Supplementary Books 41

The Teacher 11
Qualifications — Much is Expected of the Teacher — Relation of Teachers to Patrons.

When Should a School be Organized? 7
Favorable Conditions.

Why Our Schools Exist 3
Educational Principles — Mission of Our Schools — Faith *vs.* Skepticism — A Sure Foundation — Educating for Eternity.

A Manual for the use of the Church and Mission Schools of the Southern Union Conference of Seventh-day Adventists

---

Why Our Schools Exist.

UNDER this heading it will be in place to quote a few important educational principles.

Educational Principles

"It is not the highest work of education to communicate knowledge, merely, but to impart that vitalizing energy which is received through the contact of mind with mind and of soul with soul. It is only life that can beget life."

"Under the guidance of the Holy Spirit, the mind that is devoted unreservedly to God develops harmoniously and is strengthened to comprehend and fulfil the requirements of God. The weak vacillating character becomes changed to one of strength and steadfastness."

"Continued devotion establishes so close a relation between Jesus and his disciples that the Christian becomes like him in mind and in character. Through a connection with Christ he will have clearer and broader views."

Mission of Our Schools

The key-note of the education that should be given in our schools is sounded in the quotations given. Our children and youth are surrounded by evil influences on every hand. These cannot be wholly avoided. In this world the young must come in contact with evil. The only defense a young man or woman can

have against sin and its consequences is a strong, upright, symmetrical character built on right principles.

As has been quoted, "It is only life that can beget life." Our children must therefore be brought in touch with Him who is the life, before the highest manifestations of life — growth and development — can appear.

Faith vs. Skepticism

We are living in an age of skepticism. It is popular to doubt God's word and common to scoff at the manifestations of Divine power. The beautiful account of creation as given in the Bible is discredited by the great majority of educators, and theories of evolution which discount the power of God are credited and taught. Jesus said, "If ye believed Moses, ye would believe me, for he wrote of me. But if ye believe not his writings, how shall ye believe my words." John 5:47. A. R. V. Thus are sown the seeds of infidelity.

A Sure Foundation

Our children must be taught true principles. These we shall find in the Bible in all their purity and freshness. The child that is taught to love and revere God's word has a sure foundation on which to build a good character and a liberal education.

Educating for Eternity

We are educating our children not for a few brief years upon this earth only, but for eternity. We desire that they shall be thoroughly prepared, not only for the best performance of the duties of this life, but for the life that measures with the life of God. Shall we not then double our efforts? Shall we consider any sacrifice too great, whether of time or of means, if by it we can save our young people to lives of noble usefulness and to heaven?

Our School Work in a Formative State.

It has been only a few years since our educational work began. All the difficulties and perplexities incident to the

organization and maintenance of schools have been and are being experienced. It may be well to briefly mention a few of these that criticism may be lessened and effort enlisted.

Suitable Text-books Needed

An almost indispensable aid in giving direction and system to an educational work is a series of text-books adapted to the work to be done. Books are needed which contain the spirit of true education and from which every infidel idea and wrong sentiment has been eliminated.

Scarcity of Teachers

Certain principles of teaching are employed in all schools; but the higher the standard to be reached — the greater the work to be done — the better qualified must they be who teach.

Teachers who are qualified from a literary standpoint and are at the same time devoted Christian men and women, are not as numerous as they should be, hence the difficulty in supplying schools with competent instructors.

Lack of Support

Many have felt the need of Christian schools for their children, but have not been sufficiently impressed with the importance of such schools to make them willing to sacrifice for their maintenance. Others would contribute more liberally if they were able to do so. This inability to properly support our teachers has been one of the greatest perplexities.

Want of System

Not the least among the difficulties attending our school work has been the lack of system. Each school has worked independently of every other school. There has been little uniformity in length of term, in text-books, or in other respects.

Brighter Prospects

A few text-books have been published such as are adapted to our needs, and others will soon be brought out. Teachers of ability and consecration are entering the work in greater numbers than ever before. Many of our schools are now conducted by most

excellent teachers. Instead of selecting these wherever they can be found, we are now looking to our Training Schools, which are maintaining Normal Departments, and it is largely from these that our primary schools are being supplied.

Higher Pay for Teachers

Christian teachers are not working for the money there is in it; if such were the case they would enter the public schools where their services would command much more than they now receive or expect. We must notice, however, that it has cost our teachers considerable to educate themselves for the work; and to secure the advantages that will enable them to advance in their profession requires money. When the work of our teachers is sufficiently appreciated to bring them the financial assistance that is absolutely necessary, well prepared and consecrated teachers will enter the work. This condition is coming to exist to a greater degree, and more and better schools are the result. This is as it should be. Christian parents, and some who make no profession of Christianity, are coming to see the importance of their children receiving an education such as is demanded by the times in which we are living, and are willing to make sacrifices to obtain it.

Needed Reform

Now the important work that lies nearest us is to systematize our schools. This can be brought about,—

First, By outlining the work to be done each year in the different branches and grades.

Second, By the use of uniform text-books.

Third, By adopting uniform plans for examinations and promotions.

Fourth, By holding teachers' conventions as often as practicable, and by all teachers becoming readers of some educational paper through which there can be exchange of ideas and advanced plans and methods suggested.

Fifth, By teachers and school directors being willing to co-operate, not only in their own localities, but for the advancement of our schools throughout the entire field. Promptness in reporting will be a long step in this direction.

When Should a School be Organized?

A church school should be organized whenever there are children to attend it, even though the number should not exceed six; and the conditions that will make such a course practical and advisable should be encouraged.

Favorable Conditions

First, There must be a united church upon whose hearts there is a burden that the children of the church shall receive a Christian training.

Second, The church must be certain of its ability to secure the services of a capable teacher.

Third, There must be a spirit of gentleness and Christ-like forbearance on the part of the members of the church.

Fourth, There must be a willingness on the part of the entire church membership to aid in supporting the school, and not leave the burden to be borne by a few, or only by those who have children to attend the school.

A private school may be opened and may prosper if maintained by only a few members of the church; but it is in no sense a church school in the ordinary acceptance of that term. When the church as a whole enters into the work of maintaining a school, it may be called a church school.

Plan of Organization.

Election of Board

A board of directors consisting of either three or five members should be elected by the church, to serve one year. If the church has not designated who should fill the offices of chairman, secretary, and treasurer, the board should meet as soon after its election as convenient and organize by electing three of its members

to fill the above mentioned offices. The secretary can also be the treasurer if thought best.

Raising Money

One of the first duties devolving upon the newly-elected board is to make arrangements for defraying the expenses of the school, provide suitable room and necessary furnishings, teacher's salary, etc.

Methods Employed

One method sometimes employed for raising the necessary funds is by tuition, wholly. It is determined how many pupils will be likely to attend the school; and the length of the term having been fixed and the wages to be paid the teacher agreed upon, such a rate of tuition is charged as will meet the expenses.

In other schools, a subscription paper is circulated, and when enough has been subscribed to cover the expenses, as nearly as can be ascertained, the work of organizing the school is continued.

A third plan which is in part a combination of the other two is found to be much more satisfactory. Every member of the church is asked to contribute to the support of the school. In addition to the money thus raised, a small tuition is charged, perhaps a dollar a month for each pupil of the first two grades, one dollar and fifty cents for the third and fourth grades, and two dollars a month above the fourth.

If there are two pupils from one family, let the tuition be discounted ten per cent.; if there are three from one family, let the tuition be decreased twenty per cent.; if more than three children attend from the same family, let the discount be twenty-five per cent. These figures are only suggestive and may be modified to suit the varying conditions.

Advantages of the Latter Plan

The latter plan has these advantages: All take a part in bearing the expenses of the school. Those contributing who have no children to send to the school, provide a fund by which children

may be kept in the school whose parents are not able to pay a tuition.

Every child within the circle of the church should have the advantages of the school.

A Better Plan

There can be no doubt that our schools will never rise to the fullest degree of excellence until a system of financing them shall be devised that shall be both ample and reliable. We firmly believe that the second tithe presents such a system. If this were faithfully paid into the conference treasury, it would create a fund sufficient to carry on not only church and intermediate schools, but aid worthy students in securing an education preparatory to entering the Lord's work.

Length of Term

The church, through its board, should, if possible, provide a fund sufficiently large to maintain the school during eight or nine months of the year.

Securing a Teacher

A school should not be opened without first corresponding with the educational secretary of the conference. Upon him rests the responsibility of the educational work, and to open a school without his knowledge and counsel would be unwise, to say the least.

Through the educational secretary, the teacher should be secured. He is in a position to know the qualifications of teachers and their adaptability to the various schools and conditions.

Location of Schools

The most favorable location for any school is in the country. Abundance of testimony can be found to establish this fact. Our own judgment, too, plainly teaches us that the cities and towns in which exist all forms of wickedness and where temptations are found on every side, are not suitable places for the education of children.

Near to Nature

The works of man constantly draw the attention to man, while natural surroundings tend to draw the mind to Him who is the Creator.

The most beautiful lessons that can be taught are those which are drawn directly from nature. "Consider the lilies of the field," "Behold a sower went forth to sow," "The grass withereth, the flower fadeth, but the word of our God standeth forever." These expressions illustrate the manner in which the Great Teacher drew from nature, lessons of beauty and importance.

Industrial Education

We cannot at this time dwell on the importance of industrial branches being taught in connection with the literary subjects. This subject will be more fully treated farther on, but we may mention here that too great importance cannot be attached to the teacher spending a portion of each day in directing the children in manual employment. Much of this should be in the open air, in the cultivation of flowers, shrubbery, and vegetable gardens.

Essentials of Success

There are conditions without which the school cannot succeed. Nothing could be more detrimental to the interests of a school than want of harmony on the part of those whose efforts should be united. Harsh and unkind criticisms should not be indulged in by any. Let the 13th chapter of 1st Corinthians be taken as the guide in all the relations with each other, and the most blessed results will follow. God's way is always best.

The Standard

There is great danger of measuring the success of a school by a wrong standard. God's ways and thoughts are higher than man's, even as the heavens are higher than the earth. As God's methods of work are unlike those of man, even so are the results obtained from the former more to be desired than those which result from human effort.

We are not thus to infer that cheap, unsatisfactory work is to be excused under the cloak of a vague and indefinite standard of excellence. This is not true. Christian schools conducted after God's plan will bring good results. But we have heard good schools condemned because there was not as rapid progress made in arithmetic, geography, or some other branch of learning as was expected.

The True Standard

The basis of all true education is character building. This will promote rather than hinder advancement in literary lines. Soul culture and mind culture should go hand in hand; without the former the latter is useless, and with the soul culture, the culture of the mind is natural, easy, and rapid.

The Teacher.

Qualifications

The teacher who is to be eminently successful must possess a variety of qualifications. Much more is embraced in teaching than is usually comprehended.

Wise teachers should be chosen for our schools, those who will feel responsible to God to impress minds with the necessity of knowing Christ as a personal Saviour."— *Test. Vol. VI, p. 152.* "All who teach in our schools should have a close connection with God."— *Ibid., p. 153.*

"Put off all manifestations of self-importance, for this can be of no help to you in your work; and yet I beseech you to place a high estimate upon your own character, for you are bought with an infinite price."—*Ibid., p. 159.*

The work of a teacher is one than which there is none higher, none more responsible.

Aside from a life devoted to the service of God, the teacher should have a liberal preparation for the work from the standpoint of intellectual attainments. A thorough knowledge of the subjects to be taught is, of course, es-

sential; but a broader mental training and a wider scope of knowledge is important.

An ability to sing, and to play the organ, will be found of great value, not only in the school-room, but in a more general way. A knowledge of hygienic cooking, simple methods of treating the sick, and a general knowledge of domestic duties are qualifications which add much to the teacher's usefulness and influence.

Much is Expected of the Teacher

Few professions offer opportunities for more unremitting effort than that of teaching. The teacher is expected to be faithful in the performance of all school-room duties. She will attend, and be ready to take a part in all the services of the church. She will be considered unsocial if she does not frequently call on patrons of the school, and with all these, she must carry on her heart a burden for the spiritual welfare of her pupils and for their intellectual advancement. But the God whom the faithful teacher serves will give needed help and it will be granted sufficient unto the day.

Relation of Teacher to Patrons

"Show thyself approved unto God, a workman that needeth not to be ashamed." These words, written by the great apostle to Timothy, tersely express the teacher's duty and privilege. There is a work to be done in behalf of pupils which is distinctly the teacher's, but a complete work cannot be done without the most perfect understanding and co-operation between teacher and parents. The school is not to be considered as one institution and the home another with a widely different mission. The school is the home's auxiliary; hence the importance of the teacher being in close touch with the homes from which her pupils come, and the intimate, confidential friend of parents with the training of whose children she has been intrusted.

Relation of the Church to the School

"Churches where schools are established may well tremble as they see themselves intrusted with moral responsibilities too great for words to express."—*Test., Vol. VI, p. 204.*

"Let parents seek the Lord with intense earnestness, that they may not be stumbling blocks in the way of their children."—*Ibid, p. 202.*

"A spirit of disunion cherished in the hearts of a few will communicate itself to others, and undo the influence for good that would be exerted by the school. Unless parents are ready and anxious to co-operate with the teacher for the salvation of their children, they are not prepared to have a school among them."—*Ibid., p. 202.*

More quotations need not be given to define the attitude which the church should maintain toward the school established in its midst.

Too Much Expected of the Teacher

Though the teacher's duties are many, she must not be expected to carry the entire burden of child-training. God has placed upon parents a solemn obligation to see that their children are trained for God. Too much must not be expected of the teacher. She can do much, but not everything. There is a limit to human ability and to human endurance.

Psalms 15:3

The beneficent effect of obeying these inspired words is nowhere more needed or accompanied by greater blessings than in connection with our church schools. When the patrons of a school and those who should be interested in its success refuse to listen to words of criticism and censure of the teacher's course, and talk of the failures or mistakes she may make only to her and to God, the injunction to "bear ye one another's burdens" will be obeyed. Let us all seek for that love which "suffereth long and is kind;" that envieth not, that "vaunteth not itself, is not puffed up; doth not behave itself unseemly, seek-

eth not its own, is not provoked, taketh not account of evil, rejoiceth not in unrighteousness, but rejoiceth with the truth: beareth all things, believeth all things, hopeth all things, endureth all things."

Payment of Salary It is the duty of the church to see that the teacher receives regularly and promptly the amount promised. It is very embarrassing to the teacher to be called upon to ask for money, and then, perhaps, be obliged to wait with great inconvenience.

Teacher's Boarding Place The teacher is not to be exclusive and fail to visit the homes of her patrons, but teachers are much like other human beings and enjoy some place they can call "Home." The plan of "boarding around," as was at one time practiced, may have carried with it some sociability, but it also involved considerable inconvenience and discomfort. The teacher should have a regular boarding place and a private room.

Parents' Meetings We believe it would be well for parents and teachers to hold meetings at convenient times and places. At these meetings the practical problems of child training may be studied, and a closer bond of sympathy and interest between parents and the teacher established.

Visit the School A live interest in the school would probably manifest itself in frequent visits. These visits made in the proper spirit would greatly encourage both teacher and pupils.

The Relation of Our Schools to the Public Schools.

No one in any sense familiar with the work of the public schools would venture to criticize or condemn them.

The education of our children properly belongs to the church. The relation of the mind to spiritual matters would preclude naturally the idea of the state undertaking the work

of education except in a few technical lines. The general education is the work of the church; and had the church been faithful to its trust, the state would not have taken upon itself this additional burden. In the early colonial history of this government, the education of the children was in the hands of the church and was essentially religious.

With the increase of an irreligious element the importance of and interest in education lessened, and the necessity of the state taking up the work became apparent.

There is no questioning the excellence of the public system of education. For doing the work for which it is maintained it could scarcely be excelled.

The government cannot provide for moral training. The state can have nothing to do with the consciences of people, and hence nothing with a training that would in any sense involve the conscience. Advocates of Christian education do not criticize the public schools. With them we can have no quarrel. A noble class of men and women are employed as teachers in the public schools, and they do well the work assigned them. The work of Christian schools is to educate morally as well as intellectually, to give that all-round training which prepares men and women to live completely and to live eternally. The state educates for time; the church educates for time and eternity.

Definiteness in Work.

It is of the greatest importance that teachers work to some end. There is great loss of time and energy when this is not the case.

Proposed Outline

At a recent convention of teachers in the South, this matter came up for consideration. The following outline for the different grades was prepared. It is believed that if the outline is carefully followed in all of our schools, the results will be satisfactory.

Outline of Studies

Grades One to Eight.

NOTE.— A grade should represent a year's work; but where there are fewer than eight months of school in the year a longer time will be required.

First Grade.

Bible.—

Simple Bible stories. Ten subjects from the Old Testament —

1. Story of Creation. 2. Eden. 3. Flood. 4. Abraham. 5. Jacob. 6. Joseph. 7. Moses. 8. Ruth. 9. Samuel. 10. David.

These stories should be told and read to the children until they are perfectly familiar with them and are able to reproduce them in good language.

Little children of this grade cannot dwell upon details as they will be able to do in the following grades.

Books of reference for the use of the teacher: Patriarchs and Prophets, Bible Nature Text-book, Desire of Ages, Christ's Object Lessons, Great Controversy, and Ministry of Healing.

Reading.—

Black-board work followed by True Education Reader Series, No. 1. Teachers should have this book as a guide to the black-board work. A careful study should be made of the "Suggestions to Teachers" in the Introduction, preparatory to taking up this work.

Supplementary reading: Our Little Folk's Bible Nature.

Correlated subjects: Spelling, language, writing, and drawing.

Language.—

Language should be correlated with reading in this grade. Special care should be given to correcting the language of the child and in teaching the more simple use of capital letters and the period. Much depends on the child forming a taste for beautiful language, and hence his attention should be constantly called to the word pictures, and he should be encouraged to form short, simple sentences and to write such sentences neatly.

Numbers.—

Combinations of numbers, 1 to 20.

Suggestions: Thoroughness in this work is important. Use concrete work largely. Objects to illustrate will be helpful. Insist on neatness in all written work.

Bible and Nature.—

Creation and Redemption.— Suggestions: The reason for combining Bible with Nature in one class is that the children may early be led to see that the God of the Bible is also the God of Nature. The work in Bible and in Nature for this grade is oral; and if properly conducted will lay a good foundation for the study of the sciences. The children will become acquainted with God and his great plan and will be led to live in harmony with Christ, their Creator and Redeemer, that they may have a home in the earth made new.

Music.—

NOTE.— At least two music classes should be organized in schools composed of grades one to eight. The first class may include grades one to three, and should recite at least ten minutes a day. Text-book: Primer of the Modern Music Series.

The second class may include grades four to eight, and

should recite at least twenty minutes a day. Text-book: First Book of the Modern Music Series.

The first thing the teacher should do is to teach a rote-song. Let the song be very simple, such as "The Squirrel's Tea," "My Dolly," or "The Wind Mill," found in the early pages of the Primer. To avoid monotony, let the children begin to learn a second song as soon as they have a little start on the first. After the songs have been thoroughly learned they should be analyzed. An outline of such analysis is here given. The teacher should become familiar with these terms and teach them with clearness and thoroughness. See Glossary, page 41.

Analysis of the Song.—

1. The phrase (a complete section of the song).
2. Accent (special emphasis on the first beat in each measure).
3. Beats and measure.
4. Tone, *do,* as the point of melodic repose.
5. Tone, *sol,* as the point of half repose.
6. Tone lengths in terms of beats (one, two, and three beat tones).
7. Tonalizing melodies (singing by syllables).

Teach a number of scale songs and make comparison between them and the scale. After having learned and analyzed ten or fifteen songs, represent phrases of them on the board.

Drawing.—

Drawing correlated with reading. Augsburg's Drawing Book No. 1 in the hands of the teacher. Appropriate subjects should be selected from the book and placed upon the board. Leaves and other designs may be traced and colored with water colors. All the work should lead toward free-hand drawing.

Busy Work.—

Busy work as suggested in True Education Reader Series, Book 1.

Second Grade.

Bible.—

Six Bible stories from the New Testament. These stories should be told with greater detail than those of the first grade, and the pupils should be required to carefully reproduce the stories, special care being taken to correct the language. Write portions of the stories if possible.

1. Birth of Christ. 2. Childhood of Christ. 3. Baptism of Christ. 4. Jesus the Messiah. 5. Crucifixion and Resurrection. 6. Ascension and Promise of Return.

Teacher may use the same reference books as mentioned under first grade.

Reading.—

Review latter half of Book One and begin Book Two of True Education Reader Series.

Supplementary reading: "September to June."

Correlated subjects: Spelling and language.

Language.—

As in the first grade, let the language be correlated with the reading. Advanced work, however, should be required. More difficult sentences can now be studied. Other uses of the capital letters, period, and question mark can be learned. Simple composition work can be undertaken, great care being given to the neatness of the writing and to the spelling.

Arithmetic.—

Combinations of numbers, 1 to 100. Observe carefully suggestions for first grade work. Pupils should be able to

solve problems with combinations of numbers not higher than 100 in addition, subtraction, multiplication, and division. Insist on all written work being neatly performed.

Bible and Nature.—

The attention of the child should be called to the beautiful references made in the Bible to things in nature. The flowers, seeds, growing grains, clouds, dew, rain, wind, etc. Spend considerable time with the children in the open air acquainting them with the infinite variety to be found in all of God's created works. Teach them the varieties of common trees and leaves; with the manner in which trees grow, and the purpose of each of the parts of the tree — roots, branches, leaves, sap, etc. Follow the same plan with the grass and other things that grow around the school. Talk also of birds and animals, teaching the children what the Saviour has said about these things.

Music.—

Review the familiar songs and teach new songs by rote. Continue the work of the first grade. Encourage singing by rows, groups, and individuals to develop independent singing. Teach measures as determined by the accented beat.

Tone lengths: Review one, two, and three beat tones and teach the half beat tones.

Rests: Get the children to see that the rests receive beats as well as the notes.

Tonality: Take a familiar song. Sing the syllables of the first phrase for the children several times, letting them repeat it after you. Let them place marks on a staff where the notes should be, while others sing the notes. Have nothing but one beat notes for this work. Use a key in which *Do* goes no lower than the first line, because there is not

time to place lines below the staff. In learning a new song by note, have the children memorize a phrase at a time.

Copying music: Let the children copy some phrases of a familiar song. Do not require them to make the clef and time signatures.

Drawing.—

Follow the directions carefully as given under grade one.

Busy Work.—

Continue busy work, following the outline given in the reader.

Third Grade.

Bible.—

Four stories from the New Testament. Make these more than stories. By the time pupils have reached this grade, they should be able to do considerable thinking, and the topics that are here suggested should be amplified and dwelt upon at considerable length. After the subjects are fully understood by the pupils, let them be written out carefully for permanent reference. See that the sentences are correctly formed and the spelling accurate.

1. The Apostles and Their Words.
2. The Reformation of Luther's Time and the Advent Movement of 1844.
3. The Second Coming of Christ.
4. The New Earth.

Teachers use the same reference books or others that may be found to be helpful.

Reading.—

Complete and review Book Two, True Education Reader Series.

Supplementary Work: Long's Home Geography.

Correlated work: Spelling and language.

Language.—

When pupils have reached this grade they should be able to take a more comprehensive view of language. Its beauty should appear to them as never before. Beautiful selections should be made by the teacher and committed to memory by the pupils, a constant effort being made by the teacher to keep the beauty of the language before them.

Let there be considerable simple composition work, and no careless, poor work be allowed. In the reading work, give special care to expression. In this grade one or two of the uses of the comma may be studied. Capital letters, the period, and the question mark should be used correctly.

Arithmetic.—

Book One, Milne's Progressive Series, completed to fractions. Give special attention to drills on the fundamental principles. Give much mental work. Let problems, except such as are required for mental drills, be concrete and practical. Require neatness and accuracy. Have each pupil keep a book in which solutions of problems are placed for permanent record. As an aid to neatness, require pupils to leave note books with the teacher when they are not in use.

Bible and Nature.—

Teach truths regarding the germination of seeds. If possible, let the children have beans and peas to plant. Have them keep some seeds in water until the embryo can be plainly seen enclosed in the seed. Then study the growing plant, its roots, stems, leaves, nourishment, etc. Show the importance of the parts of the plant remaining in connection with the stem. Study John 15.

Attention should be given in this grade to domestic animals, their care, habits, and usefulness.

Music.—

Review the newer problems in the second grade work. Continue teaching new rote songs which contain new problems along the same lines as they have been studying.

Tone lengths: Review two-beat, three-beat, and half-beat tones; also teach one-and-one-half-beat tones.

Study six part measure, dividing the six beats into two groups. Study rounds having two parts to them.

Written work: There should be a certain time set apart for writing music every few days.

Teach the tonic cord. Help the children to compose simple, short melodies, and afterward to write them.

Drawing.—

See grade one.

Busy Work.—

Card-board sewing, paper cutting and pasting, weaving, sewing, etc.

Fourth Grade.

Bible.—

Mrs. McKibben's Bible Lessons, Nos. 1 and 2.

Reading.—

True Education Reader Series, No. 3.

Supplementary work: Coleman's Health Primer.

Correlated subjects: Language and spelling.

Language.—

Let the composition work be continued. Do not lessen the amount of memorizing required. Good judgment must be exercised, however, in not requiring the committing of selections that are too long and difficult.

Give drills constantly on neatness in writing and in spelling. It will not be out of place to display upon the walls of

the school-room some of the work that is very neat and correct.

Arithmetic.—

Complete Book 1. See that each principle taught in this book is well understood. Review, and have students solve problems not in the book containing the same principles as outlined in the book. Give attention to rapidity and accuracy. Carefully consider pages 218 - 229.

Measuring. Continue note book.

Bible and Nature.—

Nature and Physiology.— As the Primer of Coleman's Series of Physiologies is introduced as a supplementary reader in this grade, it seems a proper time to take up an elementary study of this important subject. Let the primer be the guide in this study, but add to the interest by talking to the pupils regarding the wonderful things connected with our bodies and the solemn obligation that rests upon us to care for that which God has so wonderfully made and given to us. Make frequent reference to the Bible in teaching this subject. Portions of the 139th Psalm and other scriptures will be helpful.

Music.—

Preparation for two-part singing by means of rounds. Pitch names (letter names of lines and spaces). Have pupils sing the scale with pitch names. Explain how the G clef determines the pitch name.

Chromatic tones: Start with *fi,* then take up *di, ri, si, li,* and *te.*

Drawing.—

The length of the drawing lesson should be fifteen or twenty minutes, alternated with writing. Begin with chapter 4 of Augsburg's Drawing No. 1 and follow the outline

closely. Blank drawing books may be used by the pupil and collected at the close of the lesson.

When chapter 10 is reached, chapter 14 on brush drawing may be taken up, continuing through the book. Any good drawing book may be used by the pupil for supplementary work.

Busy Work.—

Carry on the same line of work as the third grade, only more difficult.

Fifth Grade.

Bible.—

Mrs. McKibben's Bible Lessons should be continued in this grade. It will probably be best to have the fourth and fifth grades combined in this Bible study. Great care should always be taken to impress upon the minds of the pupils the spiritual lessons. Never be satisfied with a mere committing of the fact mentioned in the text. If the souls of the children are not fed the study will have but little value.

Reading.—

True Education Reader Series No. 4.

Supplementary work: Hooker's Child's Book of Nature No. 1, Stories of Great Americans for Little Americans, Bell's Language No. 1.

Correlated subjects: Language and spelling.

Language.—

Language should be correlated with reading in these grades. It should include composition and letter writing with a knowledge of punctuating the same; also the uses of capitals, initials, titles, and abbreviations.

In addition to the above Bell's Language No. 1 should be used as suggested under the subject of reading.

Arithmetic.—

Introduce Book Two and complete work as far as Part Two. Read the author's preface. Review. Teach thoroughness but see that pupils work rapidly as well as accurately. Give special attention to cancellation, measurements, and industrial problems. Have daily mental drills. Continue the use of the note book.

Geography.—

Morton's Elementary Geography should be introduced in this grade. The text is so clear and definite that few directions to the teacher are necessary.

Do not allow the study to become a mere form. Always see that the children are kept interested. Much depends on the class being kept absorbed with the subject under consideration rather than with the bare words of the text. The teacher must be filled with the subject.

Physiology.—

Coleman's Physiology for Beginners should be used in this grade, combining it with the sixth grade. The lessons should be made as practical as possible, impressing upon the minds of the pupils their application to their own lives.

Music.—

More two-part singing than in the fourth grade. Review pitch names and staff; do more with chromatic tones, teaching them to sing them as they occur in hard intervals.

Teach the relationship of keys. Help them to understand a little about modulation.

Drawing.—

See grade four.

Sixth Grade.

Bible.—

The lives of the patriarchs, together with a history of the children of Israel as far as the reign of Solomon.

Reading.—

True Education Reader Series, No. 4.

Supplementary reading: Hooker's Child's Book of Nature, No. 2.

If it seems best, this grade may unite with the fifth in reading.

Language.—

Composition work should be required in this grade, at least one exercise each week. Some oral work consisting of three or five minute talks, the subjects to be supplied by the teacher, should be given frequently. To vary the exercise the pupils may prepare talks on certain subjects. The work may also be varied by stories being read by the teacher and reproduced either orally or written.

For a text-book, Bell's Language No. 2 should be used; and the first six chapters thoroughly assimilated. The questions in the text being closely followed.

Arithmetic.—

Complete Book 2. Review book carefully by giving attention to principles involved in each new subject. Show pupils that the principles of addition, subtraction, multiplication, and division are employed even in the more difficult problems found in this book. Consider carefully percentage and the principles of measurements and equivalents. Continue note books.

Geography.—

In this grade considerable attention should be given to practical geography. Pupils should become familiar with

all of the natural divisions of land and water. These can be illustrated by means of maps moulded in sand or other convenient material. It will be well to take the children out of doors, making them acquainted with the physical features of the locality in which they live. Why a brook is small or large; why it flows in a certain direction; is the brook of any value? What? Why does the wearing of the earth by the water change from side to side of the stream; what becomes of the soil thus worn away? and many, many like problems that will stimulate thought and prove beneficial. The conclusions can be written out and used as subjects for language work.

Physiology.—

Combine the pupils of this grade with those of the fifth grade in the study of Coleman's Physiology for Beginners.

Music.—

Continue the two-part singing. Review the chromatic tones and take up *le, se, me,* and *rä.*

As a preparation for three-part singing have drills in chord work. Take up work in minor scales. Teach four-beat tones.

Drawing.—

Read directions under grade four.

Grade Seven.

Bible.—

Kern's New Testament History.

Reading.—

True Education Reader Series, No. 5.

NOTE.— If, on reaching the seventh grade, the pupils are proficient readers, the separate drill in reading may be

discontinued, as the necessary amount of drill may be obtained in the Bible recitation.

The different grades in reading should be combined as far as possible.

Language.—

The same work as outlined in grade six should be carried forward, more and better work being required of the pupils.

Bell's Language No. 2 should be completed to chapter 13 as suggested in the preface, page 149. An outline including the work completed in this chapter should be made.

Arithmetic.—

Book Three, to interest.

NOTE.— Give regular and systematic drill in mental arithmetic every day. This may be along lines of practical problems in every-day affairs, such as the measurement of lumber, land, plastering, value of goods, etc., or it may be in rapid mental calculations in the fundamental operations. These methods should be combined, that is, used with such frequency as to prevent weariness of either.

Rules, instead of being learned from the experience of others, should be developed by the pupil himself. Developing rules and principles is one of the best means of cultivating exactness in oral and written language.

As soon as the pupil has advanced sufficiently in the study of numbers to enable him to do so, he should be required to state the operations clearly, both in figures and by analysis. Here as in no other place is the skill of the teacher manifest. Every new operation or combination should be introduced concretely, and after the operation is well understood by the child, it may be fixed permanently by abstract drills.

Geography.—

Morton's Advanced Geography.

The value of map drawing and molding cannot be too strongly recommended. As each subject is studied, the information gained should be represented on the map by dots, lines, colorings, or words. Imaginary trips to various countries will also prove of value by impressing truth and in putting life and interest into the work. Our mission work should be taught, location of missions, number of workers, etc.

Nature Study.—

Nature Study should be taken up in a very definite way in this grade, with Cady's Bible Nature Study in the hands of the teacher and the nature note book in the hands of the pupils.

Music.—

If the pupils do not know the following points by this time, teach them: Names of clefs and what key they furnish to the staff, the key signatures, the chords built on the different tones of the scale in their three positions, and something about modulation. Introduce bass in the seventh grade and tenor in the eighth grade.

Drawing.—

See grade four.

Eighth Grade.

Bible.

Kern's New Testament History, Vol. 2; the Acts of the Apostles.

Reading.—

See grade seven.

Language.—

Bell's Language No. 3 should be used and completed in this grade.

Arithmetic.—

Beginning with interest in Book 3, complete the text and take supplementary work as outlined under grade seven.

Physiology.—

Coleman's Elements of Physiology should be used and completed in this grade. Special pains should be taken with the Thought Lessons. Reviews and practical applications should receive special attention.

Music.—

See outline given under grade seven.

Elements of Agriculture.—

We would suggest that in this grade it would be well to substitute another branch for that of drawing, and Johnson's Elements of Agriculture would be an excellent substitute.

Practical Suggestions

It may now be in place to offer a few suggestions relative to some of the subjects, the study of which has been briefly outlined.

Bible

In all Bible study the mind should be made ready through the agency of the Holy Spirit to receive divine impressions. An argumentative study of the Bible brings but little spiritual blessing. Accompanied by the Spirit's power and with the knowledge that the word contains the power of God's

own life, there is no limit to what can be accomplished through a faithful study of the Bible.

The study of the Bible should always be introduced by prayer. Silent prayer by all of the members of the class, followed by a few audible words of prayer by the teacher, will be found of great aid to the study. The teacher must earnestly desire and ask for the divine Teacher to have the class in charge.

The Bible study must not be allowed to become dry and formal. This can be avoided,—

First, By the teacher having a bright spiritual experience every day.

Second, By the teacher being filled with the subject taught.

Third, By making the instruction plain, simple, and direct.

Fourth, By earnestly asking for the Spirit's presence to impress hearts with the truths taught.

Reading.

Too great emphasis cannot be placed on the importance of the pupil's gaining a thorough, practical knowledge of the common branches. Particularly is this true of reading, spelling, and writing. These subjects should be thoroughly mastered by pupils in all of our primary schools.

To read with clearness and expression is very important. Not how much is attempted, but how well that is read which is attempted is the important point. Let the drills in expression be continued perseveringly. See that the articulation is clear and distinct. Allow no rapid, careless reading. Study to bring out the beautiful in that which is read, that a love for good literature may be cultivated. Do not call upon pupils of the class to read "by turns," but call upon different ones to read, being careful that none are slighted.

Study Professor Graf's chapter on the Rational Method and give special care to the points therein emphasized.

Spelling.

Pupils should be drilled in spelling every day they are in school. There can be such a variation in method as to prevent its becoming wearisome and uninteresting. The words should usually be written, divided into syllables, the accent marked, the diacritical marks supplied, and the silent letters indicated. When this plan is followed ten or a dozen words will be sufficient for a lesson. After the words have been written, the members of the class can exchange papers, the teacher read the words as they should have been written, and each mistake marked (not corrected). Then let the papers be returned and the pupil required to correct each mistake and hand the corrected paper to the teacher. Occasionally let the spelling be oral and rapid, not mentioning the marks but pronouncing correctly.

Writing.

The muscular movement should be practiced from the first until it becomes natural for the pupil to use it. Regard carefully the following points:—

See that each pupil is in a correct position and holds his pen correctly. Instead of starting out on the formation of letters, select exercises involving graceful movements. Later, letters can be combined with these movements; and then short words and finally larger words and sentences.

Do not allow the pupils to crumple and destroy their practice papers, but hand them to the teacher, each paper bearing the date, and name of the pupil. It will be better to have the paper of uniform size if possible. Foolscap paper of good quality is not expensive, and is well suited to the purpose. The Spencerian pen. No. 1 is recommended, with a holder of medium size.

Arithmetic.

The outline of the arithmetic work in the grades is so complete and the notes so full as to make but little comment at this place necessary.

The science of mathematics is divine in its origin, and pupils should be impressed that the principles are not from man but of God.

Let all the written work in arithmetic be done with a view to neatness and accuracy. When work is placed on paper or on the board by the pupil the statements should be so clearly and specifically stated that one who examines the work may know the nature of the problem.

Do not neglect the mental work. Let these drills be given for a brief period each day.

See that much supplementary work is given of a very practical nature in both mental and written problems.

Language.

The work in language has in view an ability to use simple, correct words with which to convey thought.

There should be more study of the language itself and less of the technicalities of the language. "By beholding we become changed," and beautiful language constantly kept before the pupil will have an effect to give right ideals and establish correct habits.

Much good will come from memorizing beautiful passages from the Bible and other books.

In teaching this branch it is of the greatest importance that the teacher be enthused with the beauty and richness of the subject. Incorrect language should always be corrected when it can be done without interrupting or embarrassing the pupil.

Composition work is an important element of language study. Before taking up the exercise let the pupils spend

a few minutes in reading some simple, beautiful language, and with this impression on their minds let them write.

Care should be taken not to require too lengthy compositions. One or two paragraphs will be found of more value if correctly written than more if carelessly done. Indeed, the latter, so far from being a help, is a positive injury.

The teacher must be patient and persistent. Faithful effort will bring success.

Geography.

Perhaps no subject in our schools is more poorly taught than geography. This is largely true because the teacher fails to comprehend the true nature of the subject. It is not that the child shall know in what county, state, and country his home is, or where a few capes, bays, islands, or cities are located on the earth's surface; a certain amount of such information is of value, but it is of much greater importance that the child should be taught to think along such lines as these: Why does the sandy knoll on papa's farm produce poor crops? Why is the grass so thick and tall in the low place back of the barn? Where does the water come from that forms the brook? Of what use is the brook? What finally becomes of the water in the brook? Make a map of papa's farm. Then take some moist sand, or some clay, putty, or other suitable substance, place it on a square board, and using an old knife or other instrument, make it into the shape of the farm, hollowing out the low places and making the hills and elevated portions higher. Use little blocks to represent the buildings, and show other objects by different methods.

From the study of home geography, the lessons can broaden out to the county, state, country, and world.

Notice that the chief object in the study of geography is to stimulate thought.

Make a specialty of relief-map work, representing on these maps the following: Outline, relief, products, industries, drainage, cities, etc.

Physiology.

The Bible should be made the basis of this important subject. The fact that our bodies are the temple of the Holy Spirit should give interest and sacredness to the study.

Nature Study.

This branch of study is so very broad as to preclude any comprehensive outline in this connection.

The teacher need never lack for interesting material. Vegetation in all its varied beauty — the grass, the flowers, the trees with their beautiful foliage, the growing and maturing grains and fruits, the chirping insects and singing birds, domestic animals, their habits, care, and uses — all furnish an inexhaustible store of interesting material for study.

School-room Suggestions

Personal Appearance The teacher should not dress in a showy, extravagant manner, but always with neatness and simplicity. Much of a teacher's influence either for good or bad is the direct result of her personal appearance.

Pleasant Manner Dignity and good order are by no means dependent on a teacher's maintaining a stern austerity. A pleasant manner, kind words, and withal a Christian dignity and bearing will place the teacher on vantage ground with both pupils and patrons.

Be Helpful No one who is in any sense acquainted with the work of a teacher will doubt her finding plenty

to do in connection with her school work. It is true, however, that if a teacher will always try to lighten the burdens of others she will find such labor restful as well as a blessing in other ways. The teacher should employ every means that will in any way increase her influence for good.

Intermissions At times of intermissions or in going to or from school the teacher should be the companion of pupils as much as possible. It is of the greatest importance that pupils should be guarded from evil influences and tendencies to wrong doing.

An Attractive School-room The school-room is the place where children spend much of their time. It is therefore important that the room should be made as attractive and comfortable as possible. Children are greatly influenced by their surroundings. An untidy room presenting no attractions engenders a spirit of careless indifference on the part of the pupils. They will not hesitate to mark walls and seats that are already defaced, or to scatter waste paper on a floor that is already littered with scraps of paper and other evidences of carelessness.

Means of Beautifying the School-room Let the pupils be encouraged to assist the teacher in keeping the room clean. It should be swept and dusted every day and scrubbed at least once a week. Pretty and inexpensive mottoes and pictures can be placed upon the walls; these the pupils will be glad to assist the teacher in supplying. Lessons in good taste can be taught in the disposition that is made of these decorations.

The teacher should keep the board decorated with a pretty border of vines, leaves, and flowers made with colored crayon. Pretty landscape scenes can be placed in the corners of the boards. These decorations should be changed frequently.

It is sometimes an advantage to display some of the most

creditable work of the pupils. This may be relief maps, paper weaving, drawings, or written work. If these are used at all they should be changed frequently.

Few Rules

Few rules should be made; and these only when a necessity for them becomes apparent. The teacher's manner should ever be quiet and pleasant. There should be so little noise in the room that the teacher's voice can be easily heard and her words understood. She should never speak above a common conversational tone, and in moving about the room should acquire the habit of doing so with as little noise as possible. Let the pupils follow the example of the teacher in these important particulars.

The Daily Program

The daily program should be either written neatly at the board, or, if the space cannot be spared, let it be written on paper and placed where it can be seen by the pupils.

The following daily programs are only suggestive. They must, of necessity, be changed to meet conditions. The general plan, however, can be followed. It will be noticed that the first is intended for a smaller school of only six grades, and for one session; while the latter is adapted to a school of eight grades with two daily sessions.

Suggestive Program for a School of Six Grades

(ONE SESSION)

TIME	Primer Class	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
8:00 - 8:20	.....	.....	Opening	Exercises	.....	.....	.....
8:20 - 8:45	Seat Work	Reading S	Reading S	Reading S	Reading S	Reading R	Reading R
8:45 - 8:55	Reading R	Reading S	Reading S	Reading S	Reading S	Arith. S	Arith. S
8:55 - 9:15	Board Work	Written W'k	Written W'k	Reading R	Reading	Arith. S	Arith. S
9:15 - 9:30	Busy Work	Reading R	Reading R	Arith. S	Arith. S	Arith. S	Arith. S
9:30 - 9:50	Seat Work	Numbers S	Numbers S	Arith. S	Arith. S	Arith. S	Arith R
9:50 -10:05	Rest	Rest	Rest	Rest	Arith. S	Arithmetic	Bible S
10:05 - 10:20	*Read & Spell	Numbers S	Numbers S	Arith R	Arith R	Bible S	Bible S
10:20 - 10:30	Writing	Numbers	Numbers	Bible S	Bible S	Bible S	Bible S
10:30 - 10:45	Music	Music	Music	Music	Rest	Rest	Rest
10:45 - 11:05	Busy Work	Busy Work	Busy Work	Bible S	Bible S	Bible R	Bible R
11:05 - 11:20	Board Work	Drawing	Drawing	Bible R	Bible R	Geog S	Geog S
11:20 - 11:30	Nat. Study	Nat. Study	Nat. Study	Lang S	Lang S	Geog S	Geog S
11:30 - 11:45	Dismiss	Dismiss	Dismiss	Lang S	Lang S	Geog R	Geog R
11:45 - 12:00	.....	.....	.....	Lang R	Lang R	Lang S	Lang S
12:00 - 12:15	.....	.....	.....	Spell S	Spell S	Lang R	Lang R
12:15 - 12:25	.....	.....	.....	Spell R	Spell R	Read S	Read S
12:25 - 12:40	.....	.....	.....	Writing and	Drawing on	alternate da	ys
12:40 - 1:00	.....	.....	.....	Reading S	Music R	Music R	Music R

NOTE—Nature Study to be correlated with Geography in 5th and 6th Grades and with Language in the 3rd and 4th Grades.
* Will be taught by some older student.
NOTE—S indicates study ; R indicates recitation.

Suggestive Daily Program for a School of Eight Grades

(TWO SESSIONS)

TIME	1ST GRADE	2ND GRADE	3RD GRADE	4TH GRADE	5TH GRADE	6TH GRADE	7TH GRADE	8TH GRADE
8:30 - 8:45	.....	.....	.....	....Opening	Exercises...	.....	.....	.....
8:45 - 9:00	.....	.....	.....	.....Penma	nship	.....	.....	.....
9:00 - 9:15	Bible & Na	ture S.....	.....	Bible R	Bible R	Bible R	Bi & Hist R	Bi & Hist R
9:15 - 9:35	Busy W'k R	Rd & Lng R	Rd & Lng R	Bible S		.....	Bi & Hist R	Bi & Hist R
9:35 - 9:55	Brd W'k R	Rd & Lng R	Rd & Lng R	Bible R	Bible R	Bible R	Bi&El G Hist s	Bi&U S Hist
9:55 - 10:05	Rd & Lng S	.... Board	Work R...	Rd & Lng R	Rd & Lng R	Rd & Lng R	..... Read	ing R.....
10:05 - 10:15	Busy W'k R	Rd & Lng S	Brd Wk R	Rd & Lng R	Rd & Lng R	Rd & Lng R	..... Read	ing R.....
10:15 - 10:30	..... Busy	Work R....	Reading and	Language S	Arith R	Rd & Lng R	Language R	Lang R
10:30 - 10:55	.....	.....	..... Ga	rdening or R	ecreation S	.....	.....	.....
10:55 11:05	Rd & Spl S	Rd & Spl R	Rd & Spl R	Arith R	Arith R	Arith R	Arith R	Arith R
11:05 - 11:25	Seat Wk R	Rd & Spl R	Rd & Spl R	Arith S	Arith S	Arith R	Arith R	Arith R
11:25 - 11:35	Seat Wk R	Rd & Spl S	Brd Wk R	Arith R	Arith R	Arith R	Arith R	Arith R
11:35 - 11:55	Brd Wk R	Busy Wk R	Rd & Spl R	.... Nature	Study R ...	Arith and A	rith S.....	Arith S
11:55 - 12:10	Busy Wk R	Brd Wk R	Rd & Spl S	.... Nature	Study R ...	Nat Stdy R	Language R	Lang R
12:10 - 12:30	Manual Tra	ining and N	umbers S..	... Nature	Study R ...	Nat Stdy R	Geography	or Phys R..
12:30 - 1:00	Dismissal of	I, II, and	III	Noon Hour	.....	.....	.....	.....
1:00 - 1:40	.....	.....	.....	.....	.....	Manual Tra	ining	.....
1:40 - 1:55	.....	.....	.....	.....	.....	Music & D	rawing R...	.....
1:55 - 2:10	.....	.....	.....	Nature with	Phys and G	eography S	Geography	or Phys R.
2:10 - 2:30	.....	.....	.....	Spelling R	Spelling R	Spelling R	Geog S	Phys S
2:30 - 2:50	.....	.....	.....	Spelling R	Reading and	Language S	Spelling R	Spelling R
2:50 - 3:00	.....	.....	.....	.....	... Written	Spelling S..	.....	.....
3:00 - 3:30	.....	.....	.....	.....	Dismissal of	IV, V, VI	Language S	Language S
3:20 - 3:40	.....	.....	.....	.....	.....	.....	Reading S	.....
3:40 - 3:50	.....	.....	.....	....Care of	Room	.....	.....	

NOTE.—S indicates Study; R indicates Recitation. Rd indicates Reading; Spl indicates Spelling; Lng indicates Language; Bi indicates Bible.

Text and Supplementary Books

Arithmetic, Milne's Progressive Series, Books 1, 2, and 3.
Agriculture, Elements of, Johnson.
Bible Lessons, Mrs. McKibben's, Nos. 1 and 2.
Bible Nature Text-book.
Bible Nature Study, Cady.
Christ's Object Lessons.
Desire of Ages.
Drawing, Augsburg's Book, No. 1.
Great Controversy.
Geography, Long's Home.
Geography, Morton's Elementary.
Geography, Morton's Advanced.
Health Primer, Coleman's.
Hooker's Child's Book of Nature.
History, Kern's New Testament.
Language, Bell's Nos. 1, 2, and 3.
Ministry of Healing.
Music, Primer of Modern Music Series.
Music, First Book of Modern Music Series.
Our Little Folk's Bible Nature.
Patriarchs and Prophets.
Physiology, Coleman's Elements of.
Physiology for Beginners, Coleman.
Reading, True Education Reader Series, 1, 2, 3, 4, and 5.
Stories of Great Americans for Little Americans.

Glossary of Musical Terms

NOTE.— In the pronunciation of syllables in music, *e* has the sound of *a* long, *i* of *e* long.

Musical phrase,— One of the sections of a song into which the music seems to divide itself. It usually corresponds with a line of the poetry.

Rote-song,— A song learned by imitation.

Accent,— Special force given to the first beat in a measure and sometimes to others.

Tonality,— The singing of music with the syllables *do, re, mi,* etc.

Scale Song,— A song which follows the scale in its melody.

Tone length,— The number of beats belonging to a tone.

Clef,— The sign at the beginning of each line of music which denotes whether the notes are for the soprano or bass.

Pitch names,— The letter names of the lines and spaces — *c, d, e, f, g, a, b, c.*

Chromatic tones,— The tones that are not essential to the scale. They are *di, ri, fi, si, li, te, le, se, me, rä.*

Modulation,— Changing of a key by the introduction of sharps or flats.

Major chord,— A chord composed of three tones having two steps between its first and second, and three and a half steps between its first and third tones.

Minor chord,— A chord composed of three tones having a step and a half between its first and second, and three and a half steps between its first and third tones.

Diminished chord,— A chord composed of three tones having a step and a half between its first and second, and three steps between its first and third tones.

Major scale,— A succession of eight tones occurring in the order of two whole steps and a half step, and three whole steps and a half step.

Relative minor scale,— The minor scale which starts on the sixth tone of the major scale to which it is related.

Normal minor scale,— The old form of the minor scale having the same notes as its relative major.

The harmonic minor scale,— The scale built on the normal minor, with the tone a half step higher than the seventh of the scale, substituted for the seventh.

Melodic minor scale,— The scale which substitutes tones a half step higher than the sixth and seventh tones as it ascends, and drops to the regular sixth and seventh tones of the scale as it descends.

Folk Song,—A song about something in the natural world.

Neutral syllable,— Any syllable such as *loo* or *lo,* which is not the name of a musical tone.

Interval,— The distance between two musical tones.

Tonic chord,— The chord which is built on the tonic or first tone of the scale.

Aids to the Music Teacher

By Kathryn L. Foster

NOTE.— It is understood that the following chapter on the music work to be done in our primary schools carries the work farther than the pupils will be expected to go the first year or many teachers be prepared at present to instruct. However, the entire outline should be carefully studied and mastered as completely and as soon as possible. The music work outlined in the grades should be diligently followed and the teacher become more proficient by a careful study of these pages.

The teacher should bear in mind these aims as she teaches her music:—

1. To cultivate a musical voice in the child.
2. To create in the child a love for good music.
3. To cultivate skill in note reading.

All that the child learns in the first year is taught through

familiar rote-songs. The following are some of the characteristics of good songs for children:—

1. The subject matter of the poem should be interesting to the child.

2. It should be truly poetic and within the child's comprehension.

3. The melody should be pure, complete in itself, and attractive to the child.

4. The accents of the poetry should coincide with the accents in the music.

5. The melody should not go beyond the range of the child's voice. The range for primary children is from *e* above middle *c* to *c* above middle *c*. By the end of the year they ought to be able to sing three notes higher than that.

6. The teacher should have a variety of melodies to teach the children, folk songs, songs of play, songs about animals, etc.

First Grade.

The first thing the teacher should do is to teach a rote-song. It adds to the interest if the teacher talks to the children about the sentiment of the song. She should then sing it all through that they may get the complete story of it.

The phrase is the smallest unit with which to work here. Teach the first phrase by singing it over and over; then the second phrase in the same way. Then start at the beginning and sing through the two phrases. Proceed thus with the entire song.

As soon as the children sing one stanza of the first song fairly well, start another song and work on it along with the first. In reviewing the first song, start individual singing by having the children sing with you a row at a time. Then have three or four sing with you and finally, one.

The analysis of the song.— The first thing that the children are to see in a song as it is analyzed is the phrase. Indicate that they are to sing to a certain place in the song which shall be at the end of the first phrase. When they have sung it tell them it is a phrase. Teach the other phrases of the song in the same way. Observe the phrases in every song for a year.

Accent is the second element of the song that should be taught. Two or three beat measure is best because there are few beats in the measure. Sing the song for them with the accent and again without it to have them feel the difference. We are not to call the child's attention to each beat at this time, but only to the accented beats. One way to get them to notice the accented beats is to stroke on the board for the accented beats only, while the children watch and sing. Some of the children can try making the strokes on the board or pretend they are marking on the desk.

Next we take up the *beat,* both strong and weak, showing that the strong or accented beat begins a new measure. Do nothing with the secondary accent at this time, as it is found in four-part measure. In teaching the beat long strokes can be made upon the board for accented beats and short ones for those unaccented.

Next we endeavor to get the children to recognize tone *do,* as the point of complete melodic repose. Try to get them to feel that *do* is a place where one can rest without looking for more tones to follow. Sing several songs through for them, calling their attention to the fact that the song does not seem finished until we come to the last tone *do.* If the children seem to be giving their attention to the words instead of the effect of the music, sing more songs for them with which they are unfamiliar, using a neutral syllable.

Teach the characteristics of tone *sol,* or the point of half

repose in much the same way. If you sing exercises ending in *ti, mi,* or some other syllable, and then sing some ending in *sol,* it will help them to notice the difference in the feeling that it gives.

Scale songs should be introduced at this time if they have not already been used. Make a comparison between the scale and the scale song.

The next thing to be taught is tone lengths in terms of beats. The class must be reviewed in the matter of beats. Hold up fingers, pointing to one finger for each beat. They will see that it takes two fingers for some of the tones. Two-beat measure songs are the easiest to start with. Let the children stroke on the board or tap on the desks. Do not spend too much time on one song.

We now teach them to tonalize melodies; that is, they are taught to sing by syllable. The teacher sings the syllables of a song first, a phrase at a time. She has the children sing the song with the words, next with some neutral syllables, such as *loo,* or *law,* and then with the syllables, *do, re, mi,* etc. Next we take up a simple song in which we find easy intervals, such as these: *do-mi, mi-sol.*

After having analyzed ten or fifteen songs, it is time to represent some of the work on the board. Write one phrase by note. Make no explanation of the signs or staff. Have the children sing the words while the teacher points to the notes. Then have them sing the syllables. Later, some child can do the pointing. Let different pupils go to the board and show where the different pictures for *do, mi, fa,* and *sol,* etc., are.

Second Grade.

In this grade we continue analyzing the songs going into the work in detail.

The phrase.— Tell the children to sing a phrase. Have

one row sing the first phrase and another row the second. Afterwards three or four persons can take turns singing the phrases.

Measure.— Review the work that develops measure. Get members of the class to tell what makes a measure. Let some go to the board and represent the beats as the class sings. Then ask such questions as these: How many beats are pictured on the board? How many strong beats? How many weak ones? How many measures? How many beats? How many beats in a measure? Keep the children singing as much as possible in this work. Represent two phrases on the staff. Let them show where the accented beats come. Then place the bars at those points, showing that they mark the beginning of the measure.

Rests.— Put marks on the board representing the beats in the phrase of a familiar song containing rests. Put no mark where the rests come. Get them to tell you why those marks were left out. Finally bring them to the place where they will tell you that you need to put a sign where the rest comes, indicating that they must not sing at that place. We must in some way get the children to realize that the rest stands for a beat as much as a note does.

Tonality.— Take a familiar song, sing the syllables of the first phrase for them over and over, letting the children repeat them. Let them put marks on the staff where the notes should be, while the teacher sings for them. Have nothing but one beat tones. Use a key in which *do* does not go lower than the first line, because they do not have time to place lines below the staff.

Third Grade.— Teach rounds having two parts to them as an introduction to two-part singing. Let all learn the round together before separating the pupils into groups.

The written work should not be neglected. It should supplement what is being taught orally. Let the writing

be copy-work at first. Call their attention to the details of stems, lines, spaces, etc. Put part of a familiar melody on the board, leaving out a note now and then. Have the children copy it, filling in the missing notes. Have them copy the scale on the staff in the key of C. Let them copy it, using quarter notes and then using eighth notes. Have them complete the notation of familiar songs, the teacher writing perhaps three phrases on the board and the children writing the fourth from memory. The syllable names for the missing part could be placed before them if found necessary. They should have practice in completing notes. Make the heads and let the pupil put on the stems. Have them learn and write the tonic chord and give them the name for it.

They should learn to compose melodies. Give them the words composing the phrase. Get a child to sing it with a tune of his own. After singing it with the words, he should sing it with the syllables. Next it should be represented on the board. Let the children choose the signature, kind of notes, etc., and have them indicate where each note of the melody should be placed.

Fourth Grade.

Continue the singing of rounds. Do not call the two parts soprano and alto. Each child should be allowed to sing one part as much as the other. Let the whole class learn both parts together, then let the teacher take the upper part while the class sings the lower, and vice versa. The next step is to divide the class, having the divisions take the different parts.

Chromatic tones.—These tones may be taught in songs or they may be taught in the following manner: Teach *fi* first. Use three known tones as *do, ti, do,* having them sing the same tones with *sol, fi, sol.* Review this the second day

and represent it on a ladder the third day. Call their attention to the fact that when we sing the scale we do not sing *fi*. Next represent *sol, fi, sol* on the staff. In following up this work, use only the exercises in which *fi* is approached from *sol*. They should learn *di, ri, si, li* in much the same manner, using this exercise:—

Do, do, re, di, re — re, re, mi, ri, mi — mi, fa, sol — fi, sol — sol, sol, la, si, la — la, la, ti, li, ti, ti, do —

To teach *te*, we use the familiar syllables, *sol, fa, mi,* and then sing the same tones with *do, te, la.*

Fifth Grade.

In this grade the children should be able to sing new songs with the words at sight.

The work in chromatic tones in this grade should be more difficult. Teach them to sing from *sol* to *te* and to jump from any tone of the scale to *te;* to sing *do, te, te, la,* and to approach *di, ri, fi, si, li,* from below.

Sixth Grade.

Continue the two-part singing. In this grade some of the boys will have to sing the low part entirely. Do not use rounds a great deal unless they do not go very high.

Start three-part singing in the following manner: Divide the pupils into three groups of singers and let them take these three parts respectively,— *do, mi, sol* (*sol* should be held three beats)— *do, mi, sol, mi* (*mi* should be held two beats)— *do, mi, sol, mi, do,* (*do* should be held one beat).

All should take their turns on these parts.

Then teach the following chords: *do, mi, sol* as a representative of a major chord, *re, fa, la,* as a representative of a minor chord, and *ti, re, fa* as a representative of a diminished chord. It is well to have the pupils write these chords

after having sung them. Call them the chord of *re,* of *mi,* etc., according to the first syllable of the chord.

Take up the minor scale at this time. All exercises that you have taught up to this time which ended in *la,* you have called particular attention to, and have told them that all pieces ending in *la* end in a minor key.

Have the children sing from *do* to *la* below it, and from this point to *la* an octave higher; then tell them that they have sung the normal, or old form of the minor scale. Get them to tell how they get from the major scale to its relative minor.

Harmonic Minor.— One class sings *la, ti, do, re, mi, fa,* and immediately afterward the other sings *la, si, la.* Then the classes change parts. Next the second division should think the first *la* as the teacher points to it but should not sing it. Finally they will be able to sing from *fa* to *si* without a pause.

Melodic Minor.— Have one class sing *la, ti, do, re, mi,* and the other class follow it with *mi, fi, si, la.* The second division should sing their tones first, using the syllables *do, re, mi, fa.* Do not give them the descending melodic minor immediately, for they will probably miss *sol* if you do. Get them to see that these sharpened degrees are not indicated in the key signature.

Seventh and Eighth Grades.

We give more attention to music in these grades from a pianists's standpoint. If the children are lacking in any of the technical knowledge that has been mentioned in this article, now is the time to teach it.

If there are boys in the seventh grade who can sing bass, introduce the bass clef. Have the entire class sing with the basses at first.

Introduce tenor in the eighth grade. In learning a new

piece work on the tenor and bass first. Have the girls sing with the boys until they get their parts. Then the four parts should be put together without much practice on the soprano and alto parts.

An Outline of the Rational Method of Teaching Reading and Spelling

By Otto J. Graf

Preface

This outline is intended to be used in connection with the "True Education Reader Series," which was recommended by the Seventh-day Adventist Educational Convention held in College View, Nebr., 1906. The method itself, however, is based on the "Rational Method in Reading," as advocated by E. G. Ward. Helpful suggestions from the "Teacher's Manual for the Home and School" and Hoenshel's "Essentials of Orthography and Orthoepy" are also incorporated in the outline.

The chief object of the outline is to guide the teacher during the first six or eight weeks of the child's experience in learning to read; during this time the student has no books, and the teacher has naught but the blackboard and her own ingenuity to help her in her work. Instruction is also given that will apply to the teaching of reading in the later stages, but the principal emphasis will be placed upon these first few weeks, which period has been aptly called "The Foundation Work."

Introduction

THERE have been in use by the teachers of this country for some time three prominent methods of teaching reading; viz., the Phonic, or *a, b, c* Method, the Word Method, and the Sentence Method. Experience has shown that no one of these methods is complete, but that each is strong in some respects and weak in others. The Rational Method successfully combines the virtues of these three methods and by this combination avoids their individual faults. The Word and Phonic Methods when used alone develop thoughtless, mechanical, hesitating readers. The Sentence Method when combined with them counteracts these tendencies.

On the other hand, the Word and Sentence Methods fail to give the student a key to the language. The child is not trained to discover the pronunciation of words from its more elementary sounds. This lack is supplied by the Phonic Method.

The outline is self-explanatory. The foundation work is grouped under four main heads — the phonograms, the sight words, sentence reading, and ear-training. Be thorough, and willing to wait for results. Foundation work well done is always slow. *It will usually require from six to eight weeks;* some teachers may need more.

The Outline

I. *Aims of the Rational Method.*

A. To develop independent and self-reliant readers.

B. To enable the child to read a greater amount in the same length of time, than by other methods.

C. To so thoroughly drill him in the phonetic principles of the language, during the first year and a half, that even though he be taken from school soon after, his ability to read is assured.

II. Definitions of Terms Used in the Outline.

A. [1] "*Phonogram.* A written or printed representation of a sound, either simple or complex;" as f, e, l, ing, ight.

B. "*Sight word.* A word that has been taught as a whole, and is therefore taught by sight alone."

C. "*Phonetic or blend word.* A word to be read by means of its phonograms."

D. "*Word phonogram.* A sight word used as a phonogram in the representation of a longer word;" as, old in f-*old*, ail in f-*ail*, an in m-*an*.

E. "*Blend.* The union or combination of sounds simple, compound, or both, to form words."

III. The Foundation Work Consists of:—

A. Daily drill on phonograms (preparation for phonetic reading).

1. Teach carefully the *sounds* * of the first twelve phonograms in the following order: *s, e, m, a, i, ing, o, s, l, r, ight, er.*
2. Teach the *sounds* of the letters, not their *names* (names taught after first half year).
3. Be sure to pronounce the sounds correctly and insist on having the children do so.
4. Teach no new sound until those formerly taught are thoroughly learned.
5. *Method of teaching phonograms from the blackboard.*

a. [2] "Begin with *s*. Write it on the blackboard and tell the children what it is. Give sound, not name. Have them practice it awhile, then leave

[1] E. G. Ward's "Manual of Instruction" is the source of these definitions.

* The vowel phonograms in this list, *e, a, i,* and *o,* have the long or macron sound; and the second *s* has the sound of *z*.

[2] Selected from "Manual of Instruction," by E. G. Ward.

it. Many times during the day ask them unexpectedly what it is." Next day teach *e*, then *m*, and so on. Change the relative positions of the letters on the board and frequently have short drills on them.

After four phonograms have been learned, place them on sight cards (made of stiff paper about four by six inches) for rapid drill. *Script only* is used during this stage of the work (the first six or eight weeks). After the study of print is begun, the printed phonogram can be placed on the back of the card.

b. Help the children to remember the sounds of the phonograms by associating them with drawings of animals or objects; as *s* with the snake, *r* with the dog, *i* with the eye, *l* with a bell, *m* with the cow. Have a row of the letters issuing from the object or animal's mouth.

c. To vary the drill, sound the phonogram and let the children write it, using proper phonetic marks.

6. *Method of teaching phonograms from sight cards.*

a. [3] "Taking the scholars in order, show each a phonogram, if he does not name it *instantly*,[4] call out 'tell,' and have the others prompt him."

b. Let one pupil respond to the cards until he makes a mistake or hesitates too long.

c. Let all respond together.

B. *Daily drill on sight words* (Word Method).

1. Teach from the blackboard using script characters only, the following sixty sight words:—

Boy, see, the, me, do, I, can, God, is, good, [5] light,

[3] From "Manual of Instruction," by E. G. Ward.

[4] At first most of the scholars will miss; pay no attention to this. Keep up speed.

[5] This is not a sight word (it is a blend word), but it is needed here.

made, it, cow, one, grass, you, am, day, like, he, now, too, so, no, [6] night, in, not, air, first, was, all, does, who, let, are, there, be, water, over, love, him, and, well, green, herb, pretty, grow, here, how, any, stem, yellow, bud, nut, red, black, or, ill, as.

2. Use these words in short sentences from the beginning.
3. Teach *s* and *ing* forms of such of the sixty words as will permit it; as boy, boys; love, loving.
4. As new words are taken up, place them on cards and drill as directed for phonograms (see paragraph 6, under A, under III). After the first sixty sight words are mastered, drop this; it becomes too burdensome.

C. *Drill on sentence reading* (Sentence Method).

1. Make sentences very short at first, but have many; several relating to the same subject.
2. After placing the sentence on the board, let the class study until they are ready to read it.
3. When they are ready, have the sentence read without *hesitation,* without *break,* and before you leave it, have them read it without looking at it.
4. Prepare and place on the board in advance, the sentences, noting carefully the new words to be introduced and the old ones to be reviewed.
5. During the first few weeks, phrases and sentences may be placed on sight cards for rapid drill.
6. Drill for expression and be sure that the pupil gets the thought.

D. [7] *Ear training* (to be replaced by blend drill after the foundation work is done; *i. e.,* after six or eight weeks).

[6] Not a sight word, but is needed here.

[7] This drill is purely oral; no blackboard or card drill is connected with it.

1. The teacher sounds the phonogram for the student to discover the word, as, l-*ight,* n-*ight.*
2. The exercise is reversed, and the teacher pronounces the word slowly for the student to detect the phonograms.

IV. General Suggestions for the Foundation Work.

A. Review and drill constantly.

B. Do not attempt to carry on all four lines of work at each recitation. Two at a time is usually sufficient.

C. Make the transition from script to print the week or two before beginning reader; *i. e.,* after about five or six weeks.

D. [8] *Methods of transition.*

1. Show similarity between script and print. Help the children to see that there is no real change here. The words are just the same; we only put new clothes on them, just as Mary and Tom put on new clothes when they go to Sabbath-school. Take words with which the children are familiar, and show how by adding a few marks to the print, it becomes script and by removing the same from script, it becomes print.
2. Place familiar sentences on the board, both in script and print, one just above the other. Let the students read first the script, then the print. Now erase the script and have them read the print; or cover the script and let the pupil see it only when he comes to a word in print that he does not know.
3. Place on the board a short sentence in print, then *write* in different places on the board the words of the sentence. Point to one of the words in script, have the scholars pronounce it and find the same

[8] These methods are merely suggestive, the energetic teacher will add to these other helpful methods of her own invention.

word in the printed sentence. In the same way deal with all the words of the sentence.

After blackboard print has been pretty well mastered, choose a convenient sentence from the reader; *write* its words on the board in irregular order as before, have these script words pronounced then found in the sentence in the book. Keep this up until the students are familiar with book print.

E. When the pupils can read the print with but seldom reference to the script, they are ready for the book.

V. Book Work.

1. Book reading.
2. Drill on phonograms.
3. Drill on sight words.
4. Drill on the blend.
5. Articulation drill.

A. Some time should be given in *every* reading recitation to one or more of the last four lines of work, aside from book reading, which now is given much of the time of *each* recitation.

B. Begin drill on new phonograms and sight words a day or two before reaching the lesson in which they are found.

C. Students above the first grade, who have not received the training of the Rational Method, should be given the phonogram drill, the blend drill, and the articulation drill, even though they are using readers not adapted to this method.

D. *Blend drill* (not a sight drill).

1. This drill consists in the reading of single blend words.
2. Never should a blend word be pronounced for a child. Allow him the pleasure of discovering it from its elementary phonograms.

3. *Method.* Place on the board a word — *sin,* for example. Ask for the sound of *s* (covering the rest of the word if need be), then the sound of *in.* Now have the student blend the two sounds in pronunciation of the word. When this is mastered put *f,* then *t,* in place of *s* and drill as before.

   After the students have had some experience in blending, it will be sufficient to divide the word into its phonograms, from which the students will discover the word; and in time no aid at all should be necessary.

4. The object of this drill is not to memorize the words as with the sight words, but to recognize them readily from their more elementary sounds.

E. *Articulation drill.*

1. Choose from the lesson six or eight words especially liable to careless pronunciation. Drill on the correct articulation of these until the students have mastered them.
2. Special drills on the following exercises are recommended. Have them given slowly at first, then increase the speed to that of rapid conversation. The longer exercises may be copied on the blackboard to be read by the pupils.
   a. [9] Shave a cedar shingle thin.
   b. She sells sea-shells; shall he sell sea-shells?
   c. Some shun sunshine: do you shun sunshine?
   d. A big, black bug bit a big, black bear.
   e. Eight great, gray geese grazed gayly into Greece.
   f. Sam Slick sawed six slim, sleek, slender saplings for sale.

[9] These exercises are selected chiefly from Hoenshel's "Essentials of Orthography and Orthoepy," and the Pacific Union Conference "Teachers' Manual."

g. Round the rough and rugged rocks the rude and ragged rascals ran.

h. Summer showers and soft sunshine shed sweet influence on spreading shrubs and shooting seeds.

i. Peter Prangle, the prickly, prangly pear-picker, picked three pecks of prickly, prangly pears from the prickly, prangly pear tree.

j. Amidst the mists and coldest frosts,
With barest wrists and stoutest boasts,
He thrusts his fists against the posts,
And still insists he sees the ghosts.

k. A white bootblack offered to black a black bootblack's boots. The black bootblack, being willing to have his boots blacked by his fellow bootblack, the blootblack who had agreed to black the black bootblack's boots, began the work of blacking the black bootblack's boots.

l. Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of his thumb; now, if Theophilus Thistle, the successful thistle sifter, in sifting a sieve full of unsifted thistles, thrust three thousand thistles through the thick of *his* thumb, see that *thou,* in sifting a sieve full of unsifted thistles, thrust not three thousand thistles through the thick of *thy* thumb. Success to the successful thistle sifter.

---

a. His small eyes — not, his small lies.

b. Don't you think so? — not, don't chew think so?

c. She keeps pies — not, she keeps spies.

d. See the small eggs — not, the small legs.

e. He was killed in war — not, he was skilled in war.

f. Bring me some ice — not, some mice.

g. Did you say, "I scream," or "ice cream"?

h. Did you say, "a nice house," or "an ice house"?

i. My brothers ought to owe nothing — not, my brother sought to owe nothing.

j. Did you say you saw the spirit sigh, or the spirit's eye, or the spirit's sigh? I said I saw the spirit's eye: not the spirit sigh, nor the spirit's sigh.

---

a. Cabin, not cab'n; captain, not cap'n; barrel, not barr'l; history, not hist'ry; sev-er-al, not sev'ral; mem-o-ry, not mem'ry; trav-el-er, not trav'ler; fam-i-ly, not fam'ly; dif-fer-ent, not dif'rent; ge-og-ra-phy, not ge-og-a-phy.

b. Commands, not commans; humble, not umble; consists, not consiss; Feb-ru-ary, not Febuary; kept, not kep; or, not er.

c. Fear-less, nor fear-luss; been (bin), not ben; acts, not acks or ax; chil-dren, not chil-drin; judg-ment, not judg-munt; of, not uf; was, not wuz.

VI. [10] *Spelling, Writing, and the Alphabet.*

A. Writing and spelling should begin soon after reading. Teach words from the reading lesson. Do not teach oral spelling and the names of the letters during the first half year.

B. *The sentence method.*

1. The teacher writes on the board repeatedly a short sentence, as "I see," then asks the children to write it. After, by repeated copying, they can reproduce it without the copy, she adds a word and the sentence becomes, "I can see;" when this is mastered, the sentence, "Do see me" is taught, then, "I see the cow," etc.

---

[10] The method outlined here is based chiefly on the method advocated by E. G. Ward. In the choice of vocabulary and otherwise, however, it is designed to be used in connection with the "True Education Reader Series."

2. The following twenty words are thus taught in sentences, while the foundation work is being done: I, see, can, me, do, the, cow, a, you, now, God, is, good are, not, am, he, all, made, grass.
3. When the children have thus learned to write and spell six or eight words in sentences, with and without the copy before them, considerable time is spent in teaching them to write the sentence from *dictation.* This will be slow and tedious work, but it secures valuable results if faithfully done.
4. The teaching of new words is again resumed, but now two new words at a time are introduced, it having been learned that two new words can be taught with practically the same effort necessary for the teaching of one new word. The sentences, however, must be short.
5. After half a dozen additional words have been taught, dictation exercises again replace the word teaching.
6. Only during the latter part of the first half year should the sentences reach the length of six words.
7. While the teacher is dictating, the students should look at their instructor, not at their slates or papers, and begin writing only after the sentence has been spoken.
8. Do not repeat for the careless and forgetful student.
9. Never teach both members of a pair of homonyms together.
10. During the first half year, about one hundred words should be taught by this (*sentence*) *method.*

C. *The series method.*

1. This method takes advantage of the common element that is found in such a series of words as the following: at, bat, cat, fat; or, fun, gun, run. This,

together with the Sentence Method, is used during the *second* and *third* half-years of the child's school life.

2. Homonyms and useful words not occurring in a series of three or more (*i. e.,* where there are not three or more words in the series) should be taught by the *Sentence* Method.

3. *Method of teaching.*

a. The teacher first selects the series, carefully excluding all words containing letters that have not been taught as phonograms, and words of which the students do not know the meaning.

b. Next, the names of all the letters found in the series of words are taught.

c. Model lesson. Write on the board the element "in" (or some other short element, as "at" or "ine"). Use diacritical markings in helping student to pronounce it; then erase and write without markings.

The lesson proceeds as follows:—

Teacher.— What is this, children?

Children.— *In.*

T.— Close your eyes. How many remember how "in" looks? Raise your hands. Now open your eyes and write "in" on your tablets. (Those who have failed are given one more opportunity and the lesson progresses.)

T.— What is this on the blackboard?

C.— *In.*

T.— (Prefixing an *s.*) Now what is it?

C.— *Sin.*

T.— Close your eyes. How many know how "sin" looks? Open your eyes and write it. (The teacher then prefixes *t* and *b.* The three

words thus formed will be enough for beginners.)

Have work erased and let the children write the same words from dictation, without blackboard aid. Close with a snappy drill on the oral spelling of these words.

d. Review frequently.

e. Grade words carefully. Series in which the common element has three letters should not be used while series with two-letter elements, just as useful, still remain.

f. About the middle of the second year teach the letters in their alphabetical order, if the children have not already learned them in this order.

Program for Daily Foundation Work[11]

(The blackboard is used throughout this stage of the work.)

1ST DAY.

*Phonograms.**— s, e. (See page 53.)
Sight words — boy, the. (See page 54.)

2ND DAY.

Phon.— s, e, m.
S. words — see, me.

3RD DAY.

Phon.— m, e, s.
S. words— I, do.

---

[11] This program is arranged to complete the *foundation work* in six weeks. The teacher, however, who has four or more grades to teach, will be doing exceptionally well if she carries out this program and does thorough work. It is, therefore, suggested that when the teacher finds the program progressing more rapidly than she can do good work, she drop the program for a day or two and review; then take up the work again as outlined. Thus eight or even more weeks may be required for the foundation work.

* All vowel phonograms in this program have the long or macron sound.

Spell and write — I see. (Always in sentence or phrase — see page 60.)

4TH DAY.

Phon.— m, e, s.
S. words — God, is.
Spell and write — I see.

5TH DAY.

Phon.— m, e, s.
S. words — good, can.
Spell and write — I see.

6TH DAY.

Phon.— m, e, s.
S. words — all, does. (Begin use of sight cards — see page 55.)
Spell and write — I can see.

7TH DAY.

Phon.— s, e, m, a.
S. words — light, in.
Spell and write — I can see.
Ear training — see. (See page 55.)

8TH DAY.

Phon.— s, i, m, a. (Begin drill with sight cards — see page 54.)
S. words — made, it.
Spell and write — [12] See me.
Ear Tr.— see, me.

9TH DAY.

Phon.— s, e, m, a, i.
S. words — cow, on.

[12] These sentences given for spelling and writing are only suggestive. The words given in this program should be arranged in as many short sentences as possible.

Spell and write — Do see me.
Ear Tr.— see, me.

10TH DAY.

Phon.— s, e, m, a, i.
S. words — on, grass.
Spell and write — the cow.
Ear Tr.— made (m and a).

11TH DAY.

Phon.— s, e, m, a, i, ing.
S. words — you, am.
Spell and write — the cow. (Review constantly, putting words in sentences.)
Ear Tr.— made.
Add *ing* to the word see. (See page 55.)

12TH DAY.

Phon.— s, e, m, a, i, ing.
S. words — day, like.
Spell and write — I see a cow.
Ear Tr.— seeing.

13TH DAY.

Phon.— s, e, m, a, i, ing, o.
S. words — he, now.
Spell and write — dictate sentences already taught. (See page 61.)
Ear Tr.— see, me, made.

14TH DAY.

Phon.— s, e, m, a, i, ing, o.
S. words — too, so.
Spell and write — dictate sentences already taught.
Ear Tr.— so.

15TH DAY.

Phon.— s, e, m, a, i, ing, o, s.*

* Give this *s* the sound of *z*.

S. words — no, night.
Spell and write — dictate sentences already taught.
Ear Tr.— see, me, made, so, seeing.

16TH DAY.

Phon.— s, e, m, a, i, ing, o, s.*
S. words — not, air.
Spell and write — dictate sentences already taught.
Ear Tr.— see, me, made, so, seeing.

17TH DAY.

Phon.— review constantly.
S. words — first, was.
Spell and write — I see you now. (See page 61.)
Ear Tr.— [13]Add *s** to boy, cow, day. (See page 55.)

18TH DAY.

Phon.— *l* and review.
S. words — who, let.
Spell and write — review.
Ear Tr.— review and add *s* to light and night.

19TH DAY.

Phon.— review.
S. words — are, there, be.
Spell and write — God is.
Ear Tr.— review.

20TH DAY.

Phon.— *r* and review.
S. words — water, over.
Spell and write — God is good.
Ear Tr.— add *ing* to be.

21ST DAY.

Phon.— review.

* Give this *s* the sound of *z*.

[13] Strictly speaking, this is not ear training; it is an advance step toward the blend drill which replaces the ear training when the foundation work is completed. (See page 57.)

L OF C

S. words — love, him, and.
Spell and write — You are good.
Ear Tr.— review.

22ND DAY.

Phon.— ight.
S. words — well, green.
Spell and write — review.
Ear Tr.— l-ight. (See page 55.)

23RD DAY.

Phon.— review.
S. words — herb, pretty.
Spell and write.— I am not good.
Ear Tr.— see, me, so, seeing, light.

24TH DAY.

Phon.— er.
S. words — grow, here.
Spell and write — Dictate sentences already taught. (See page 61.)
Ear Tr.— add *s* * to grow and herb.

25TH DAY.

Phon.— review.
S. words — how, any, stem.
Spell and write — Dictate sentences already taught.
Ear Tr.— add *ing* to grow.

26TH DAY.

Phon.—begin transition from script to print. (See page 56.)
S. words — yellow, bud.
Spell and write — He can see all.
Ear Tr.— add *s* * to bud and stem.

27TH DAY.

Phon.— transition.
S. words — nut, red, black.

* Give this *s* the sound of *z*.

Spell and write — review.
Ear Tr.— review.

28TH DAY.

Phon.— transition.
S. words — or, ill, as.
Spell and write — God made the grass.
Ear Tr.— see, me, so, light, growing.

29TH DAY.

Phon.— transition and review.
S. words — transition and review.
Spell and write — Dictate sentences already taught. (See page 61.)
Ear Tr.— review.

30TH DAY.

Phon.— transition. (See page 56.)
S. words — transition.
Spell and write — Dictate sentences already taught.
Ear Tr.— review.

During the next week, or as long as necessary (see page 56), review the past work and spend the rest of the time on transition from script to print.

Recommendations Passed at a Convention of Teachers Held at East Lake, Tenn., May 2 to June 12, 1907

1. RECOGNIZING the need of thorough qualification on the part of our church and mission school teachers,—

We recommend that each teacher be urged to read at least two books on some phase of education each year; and that for the present year these books be "Education" and "Welsh's Talks to Teachers."

2. *We recommend* that two grades of certificates be granted. The first grade being issued to those who pass a satisfactory examination on the required branches, and complete the books of the reading circle for the year; this certificate to be good for a term of two years, and to be renewed in case the holder has been engaged in successful teaching.

The second grade certificate, good only for one year, shall be issued to those who fall below a minimum grade in not more than two of the required branches, or who fail to complete the books assigned in the reading circle.

A permit may be granted at the discretion of the Educational Secretary of the Union Conference to other persons who have not passed the examination. This permit shall be good for one term only and for a specified school, where the services of such teacher may be requested.

3. *We recommend* that all certificates and permits be issued by the Educational Department of the Union Conference, and endorsed by the Educational Secretary of the local conference.

4. *We recommend*, That persons holding diplomas from the Normal Department of one of our Training Schools be granted a certificate upon presentation of such diploma.

5. *We recommend* that the Educational Secretary of the Southern Union Conference prepare questions on the books of the reading circle, and grant a certificate to those who can satisfactorily answer them.

6. That a committee composed of the Educational Secretary, the Superintendent of the Mission Schools, the principal of the Southern Training School, and two church school teachers appointed by the other three members of the committee select the books to be read each year hereafter.

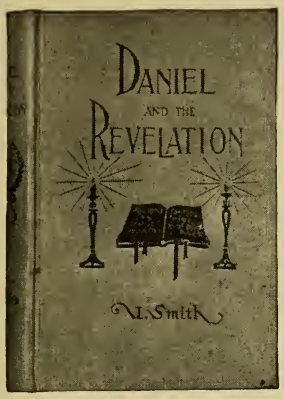
7. *We recommend* that the Department of Education arrange to supply the schools of the Southern Union Conference with suitable form registers in which to keep permanent school records.

8. *We recommend* that the one session plan be adopted in our primary schools, except where conditions render such a course impracticable.

9. *We recommend* that all teachers be urged to report promptly to the Educational Secretary of the conference in which they may be engaged; and that the blanks already approved by this Convention be employed in making such reports.

10. *We recommend* that each teacher solicit in the community in which she may be engaged a sum equal to twenty-five cents for each pupil under her instruction, the same to be sent to the Treasurer of the Union Conference, and to be a fund for defraying the expenses of future educational conventions.

11. That we request the Union Conference to retain any sum that may remain after paying the expenses of this Convention as a fund to assist in meeting the expenses of future meetings of like nature.



Daniel and the Revelation

The Response of History to the Voice of Prophecy

By URIAH SMITH

"Surely the Lord God will do nothing, but he revealeth his secret unto his servants the prophets." Amos 3:7.

THIS is a most intensely interesting and instructive volume of 900 pages, in which are brought to light many wonderful things concerning our own times. This book clearly shows that the trend of recent events portends the rapid approach of the most solemn, momentous time in the history of this world---the time when the Lord shall arise to shake terribly the earth.

"Daniel and the Revelation" has been before the reading public for a number of years, already having been translated into a number of languages. Every page stirs the mind of the reader by its vivid portrayal of present truth. This book, alone, has brought many to a saving knowledge of the plan of salvation. It gives a verse by verse study of the books of Daniel and the Revelation, with references to many other scriptures and eminent Bible critics and historians.

No one can afford to miss the opportunity offered in this book of studying the history of the past in connection with present developments in the light of these prophecies.

The new edition has been profusely re-illustrated throughout. There are about eighty full-page illustrations, some of which are beautifully colored, besides numerous illustrated chapter headings, etc. The type is new, clear, and large.

Agents wanted in every locality

POSTPAID PRICES

Cloth, marbled edges, side title and back stamp in white foil and gilt, $2.50
Library, marbled edges, gilt back stamp, - - - - - - - - - 3.50
Full Morocco, side stamp and back title in gilt, marbled edges, - 4.50

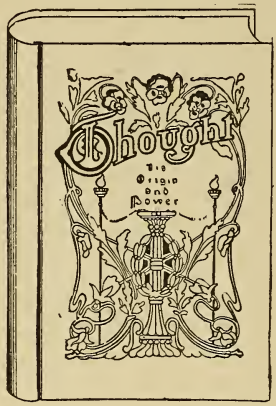
SOUTHERN PUBLISHING ASSOCIATION

Fort Worth, Texas NASHVILLE, TENN. Hickory, N. C.

Thought: Its Origin and Power

By Eliza H. Morton

THIS is a handsomely bound volume of nearly 300 pages, well illustrated and printed on an extra good quality of paper. It is designed for the one who desires to understand the true relation of the power of thought to the eternal welfare of the individual. There are those who teach that God dwells in every individual, and therefore every person may develop the good which is in himself and ultimately attain to perfection, by thinking right thoughts.



The ultimate conclusion of this doctrine is that every man may become his own saviour. This teaching is very insidious in its nature, and should be carefully guarded against by a thorough understanding of the power and capabilities of the mind, and the relation of right thought to the Source of all wisdom. Printed in terra cotta; beautiful three-color cover design on gray cloth. Postpaid, $1.

Southern Publishing Association

Nashville, Tennessee

Fort Worth, Texas Hickory, N. C.

THE CHANGE OF THE SABBATH

By Geo. I. Butler

This is the best text and reference book on this important question that is published. The origin and character of the true Sabbath day and its rival are clearly presented.

In full cloth covers, 50c. Paper covers, 25c.

BIBLE FOOTLIGHTS for the PILGRIM'S PATH

By William H. Granger

A book of real worth that plainly sets forth the true Bible teaching on Inspiration, Redemption, Righteousness, Sabbath-keeping, and other important doctrines. It also presents the fulfillment of many prophecies as evidence to show what will be the future of the nations and religions of this earth, and what the nature and nearness of Christ's second advent. All the important phases of present truth are carefully and candidly presented for the interested seeker for truth. The lessons are brought out by means of questions answered by Bible texts and copious notes. There are nearly twenty full-page illustrations, besides a number of small cuts and prophetic diagrams. It contains 322 pages, in clear type, besides the illustrations. It will please, interest, and instruct every reader.

Cloth covers, fine three-color ink design, - - $1.00
Presentation edition, beveled covers, gilt edges, - 1.50

For either of the above books address

SOUTHERN PUBLISHING ASSOCIATION

Ft. Worth, Texas NASHVILLE, TENN. Hickory, N. C.

NOV 9 1907

The Watchman

Special Features

Conditions and Opportunities in the South
Concerning Our Missions
The Scrap Book Idea
Exposition of Bible Truth
Home Department
Fulfillment of Prophecy
Health and Temperance
Things Here and There
Editorial Notes and Comments

A sixteen-page weekly religious magazine for the home. It is nicely and appropriately illustrated. Its various departments make it interesting and instructive to all. It is brimful of present-day gospel truth. Especial prominence is given to the great lines of Bible prophecy which show that we are now living in the days just prior to the second and glorious coming of the Lord Jesus. The power of the Gospel in preparing people for that event is clearly shown.

Sample copies sent on request. Agents wanted in every locality to sell clubs of the Watchman every week. Correspondence solicited with persons who are interested in working for the soul's salvation of others, and who will put forth definite efforts to carry the news of salvation to others.

SUBSCRIPTION RATES: 12 months, $1.00; 6 months, 50 cents; 3 months, 25 cents.

In Clubs of 5 or more in one wrapper to one name and address, per year, each, 75 cents.

FOREIGN, $1.50 per year. Clubs to Canada, $1.00. Clubs to other foreign countries, $1.25.

Address all correspondence to the

Southern Publishing Association

Nashville, Tennessee

LIBRARY OF CONGRESS
0 019 623 655 7